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EDUCATION FOR SUSTAINABLE DEVELOPMENT INCREASING AWARENESS: ESD IS ESSENTIAL



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ABSTRACT

To promote broad increasing awareness as an essential part of a global education effort to strengthen attitudes, values and actions which are compatible with sustainable development? It is important to stress the principle of development authority, accountability and resources to the most appropriate level with preference given to local responsibility and control over awareness-building activities. Countries should encourage non-government organizations to increase their involvement in environmental and development problems, through joint awareness initiatives and improved interchange with other constituencies in society. Countries should stimulate educational establishments in all sectors, especially the tertiary sector to contribute more to awareness building. Educational materials of all kinds and for all audiences should be based on the best available scientific information, including the natural, behavioral and social sciences, and taking into account aesthetic and ethical dimensions. Education for sustainable development is not another lofty, unattainable notion.

Introduction :

There is still a considerable lack of awareness of the interrelated nature of all human activities and the environment, due to inaccurate or insufficient information. Developing countries in particular lack relevant technologies and expertise. There is a need to increase public sensitivity to environment and development problems and involvement in their solutions and foster a sense of response of personal environmental responsibility and greater motivation and commitment towards sustainable development. The declaration of the decade for Education for Sustainable Development beginning 2005, by the United Nations has provided further impetus. The goal is to create a sustainable world through active participation of citizens. Thus, ESD is seen as a process that develops vision, builds capacity and empowers to make changes in human societies. Education has a pivotal role to play in achieving a sustainable economy and society. The dilemma

that an educator faces today is, by and large, academic institutes try to teach everyone to accept the economic system and to succeed within it. Unfortunately, that success pretty much guarantees the accelerated blighting of the Planet and all living organisms, without exception.

What is Education for Sustainable Development?

Dr. Martin Luther king, Jr, almost a half –century ago: “Before you eat breakfast this morning, you’ve depended on more than half the world. This is the way our universe is structured. We aren’t going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality.” Education for sustainable development (ESD) is an approach to the whole Curriculum and management of an institution (school, college, universities, organizations etc) It has its roots in environmental education and development education and it is not a new subject. Therefore, many of the building blocks of education for sustainable

development (ESD) are already present in most institution. ESD is also about helping pupils to develop knowledge, understanding, values and skills. As such, the curriculum approaches to teaching and the learning experiences that students have are all key elements of effective ESD. There are three terms that are used simultaneously and interchangeable, namely, Education for sustainable development (ESD) Education for sustainability(EfS) and Sustainable Education SE). Of the three, ESD is most often used because it is the terminology used frequently at the international level and within UN documents.

However, it is important to differentiate between education about sustainable development and Education for sustainable development (ESD). The first is an awareness lesson or theoretical discussion while the latter is the use of education as a tool to achieve sustainability.

In higher education, there is a need to go beyond awareness , and in this case, ‘for’ indicates a purpose whereby all education serves a purpose. Education is held to be central to sustainability are inextricable linked. There are four major thrusts to begin the work of ESD (UNESCO, 1986): (1) improve basic education, (2) reorient existing education to address sustainable development, (3) develop public understanding, aware-

ness, and (4) training.

Increasing awareness: ESD is essential

It is not just “development” that needs to be re-defined. It has taken a long time realize that the paradigm of development that largely ignored the environment was a disaster.

The journey from Stockholm to Rio, and on to Johannesburg took thirty years. Now, at long last, there is the acceptance that we need to move towards a more sustainable from of development.

What is also getting better recognition is that for this to happen, we need to use education and communication **to raise awareness**, capacity build communities to envision, and participate in bringing about the change, and equip societies with the kinds of expertise required to make the change.

In this research paper researcher discuss on implementing different strategy for EDS of different country. 1 United Nations decade of education for sustainable development (2005-2014): International implementation scheme is as under:

Putting the seven strategies into practice

Table was created to assist nations to incorporate the seven strategies described above into the process to create an implementation plan for ESD by given examples.

Table: Incorporating the seven strategies	
Strategy	Examples
Vision-Building and Advocacy	<ul style="list-style-type: none"> • Lobby to embed ESD in government policies and development plans. • Establish a need for ESD by promoting the benefits of ESD.
Partnership and Networks	<ul style="list-style-type: none"> • Actively seek a wide range of stakeholders. • Identify existing advocates and work in unison. • Identify partners and networks in all four thrusts of ESD
Capacity-building and Training	<ul style="list-style-type: none"> • Address professional development needs at all levels including leadership. • Link to ongoing local and national sustainability initiatives.
Research, Development and Innovation	<ul style="list-style-type: none"> • Develop ESD materials to fill curricular gaps and develop associated assessment instruments. • Create research and development agendas for all four thrusts of ESD • Disseminate ESD research, development and innovative practices to practitioners.

Table : International Implementation Scheme

Strategy	Examples
Information & Communication Technologies	<ul style="list-style-type: none"> • Explore how sustainable development can be infused in games and popular culture through ICT's • Use ICT's in training and in-service professional development activities. • Use ICT's to reach geographically isolated populations.
Monitoring and Evaluation	<ul style="list-style-type: none"> • Develop indicators to assess the impact of the ESD • Gather Baseline data and set up longitudinal studies. • Use data from EFA and other initiatives to track progress. • Overview and major themes of learning to last the government's sustainable development.

The government's strategy has seven major themes:

a) Integration: The world is changing. Formal education is being transformed. Structures for the development of learning and skills and the regeneration of local communities are finding their feet. There is a widening understanding that sustainable development is about much more than concern for the environment.

b) Partnership: A key focus of action must be at community level and the local strategic partnership, urban or rural. Schools, colleges, informal education should be seen as part of those partnerships. So, too, should learning and skills councils as they draw up and implement their local area plans. Learning for sustainable development should not be a marginal after thought but an integral part of those plans, threading through them and all activities within them

c) Practical Business Solutions: Sector skills councils have a key part to play as far as employees are concerned. They will be setting standards but they will also be formulating plans for their sector for the development of learning and skills. They need to develop the business case for sustainable development not in terms of generalities which can easily pass employees by, but through focusing on a small number of core problems and issues that need to be tackled, and which decision makers in firms can acknowledge.

d) Training: In whatever context (formal education, organizations responsible for training, skills and regional development, the workplace, the youth service or the voluntary sector) those in the front line need to be trained and supported.

e) Government Responsibilities: Government's

role is limited but of critical importance. It is not to fill gaps. Government should not direct but facilitate. Government will enable and support.

f) Planning and Resources: This strategy does not call for additional financial resources. Very large sums of money are now being allocated to reforms in formal education, neighborhood and community development, workplace development and the national learning skills strategy and learning for sustainable development be an integral part of planning and delivering the results looked for in all those far reaching programmes an investment in people with as big a return as any other.

g) Evaluation: Evaluation of what is happening and the success of approaches, projects and programme is essential at all levels. Without evaluation there will be no learning. The remaining parts of this strategy set out the most important actions and results looked for in each of formal education, workforce development, the community and informal learning.

Conclusion : We can learn from this experience and should not lose sight of the fact that education change involves people. Systems seldom fight back, but human beings can and will! All the above strategies refer to the empowerment of individuals, ensuring they have involvement in the process of change, that they are able to work in collaboration with others and they have the necessary skills to implement any change. This form of power sharing is crucial to successful implementation and eventual internationalization of change.